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Expressions of appreciation from those helped would alone be a reward for services rendered, and almost every day such expressions are heard. It is a great

field for social service and one in which a high school can be of great benefit to its community.

THE HIGH SCHOOL LITERARY SOCIETY*

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OF the extra-curriculum activities in high school the literary society is the most important. It can be used as an aid to English and history instruction as well as to train students to speak in public. I shall discuss in this paper the purpose of the literary society, methods of conducting it, and its aid to English and history instruction.

PURPOSE OF THE LITERARY SOCIETY

The primary purpose of the literary society in the high school is to cultivate the most difficult of all arts—the art of speech. This is not a small art either. When you remember that for every word you write, you speak hundreds, and when you further remember that to be a cultured man one must possess the power of self-expression, you will begin to see the necessity of being able to stand before your fellows and exchange views in a clear and forceful manner. The one thing necessary for the cultivation of this faculty is practice. In order to reach the majority of our boys and girls with this important training it must be given in the high school, because only a small per cent of our high school graduates go to college, and after leaving school they have to learn by bitter experience, if they learn at all. The important thing for the teacher who conducts the literary society is to learn: how to keep the interest, and at the same time, meet the needs of the students.

MAKE THE WORK REAL AND PRACTICAL

The old cut-and-dried method of conducting the literary society should be cast aside. One of the main reasons for the poor success of many of our societies today is that we are using the methods of Demosthenes and his contemporaries to interest the youth of the twentieth century. The fundamental principles of debate and oratory used in Demosthenes' time hold good today, but we must adopt a different method of putting them across. The time to debate such queries as "How many angels can dance on the point of a needle," "Resolved, That the dish cloth is more beneficial than the broom," "Resolved, That married life is more happy than single life," etc., has passed. This

is a practical age. Debating must be made real—it must be made practical. How can this be done?

It can be done by a proper direction of the program committee. The societies can be made practical, they can be made real living organizations, they can be made aids to the class work, and by so doing the primary purpose for which they are conducted will be more easily accomplished.

ORGANIZATION, AND INSTRUCTION IN DEBATE

The organization of a society should be fixed. It should be governed by a written constitution, but the program should be flexible. Through the flexible program the interesting and beneficial things mentioned above can be accomplished. At the first meeting after organization the teacher in charge should instruct the members in debating. He should point out the difference between a debate and an oration. The members should be taught the logical way to develop a speech. This can best be done by analyzing a logical speech, and showing them how it is constructed. Interesting incidents of how big debates have been won or lost can be introduced in this talk to hold the interest of the members.

PRACTICAL QUESTIONS OF IMMEDIATE INTEREST

The first queries should be selected with the idea of showing them that debating is a practical thing. For instance, the societies in Greensboro could debate this query: "Resolved, That Greensboro should issue \$2,000,000 worth of bonds for school improvements." This is a real question with them. It involves arguments that are used in the every-day conversation of Greensboro people. After this idea that debate is an instrument used to persuade people to believe as you believe, you can take up a series of questions that will further this idea and at the same time instruct the students on larger subjects. For instance, if you want to debate the League of Nations question, you should frame a series of queries on this subject. The advantage of the series is that it is more instructive, the subject can be more thoroughly exhausted, and the debate on a phase of the big subject can be logically prepared in a shorter time than a debate on the big subject, "League of Nations." After the series of

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debates is over every member of the society should have some definite idea on the big question. If the series was on the League of Nations, the debaters should be able to discuss intelligently whether or not the United States should enter the League.

THE SOCIETY AS THE STATE LEGISLATURE

In a year when the legislature is in session the society can consider itself the state legislature. Where you have two societies you can organize the more mature boys of the tenth and eleventh grades into the senate and those of the seventh, eighth, and ninth grades into the house of representatives. This would be a novel experience to them for a while, but they would soon take hold of the situation and make it a reality. At this time the organization and operation of the state legislature could be taught to the members, and it would make an indelible impression on them. The legislature could legislate for the county in which the school is located. A good docket would be ten subjects discussed and debated in the North Carolina Club at the University the past spring. Bills for the home county could be framed on these subjects. The *North Carolina Year-Book* could be used as a good source of information. After about ten or twelve weeks of the legislature, the society members would have a good knowledge of the organization and operation of the state legislature; they would know a great deal about the problems and needs of their home county; and the main purpose of the literary society would be accomplished in a very practicable style.

AS THE CONGRESS OF THE UNITED STATES

This year the societies could be organized into the Congress of the United States. The legislature will not be in session and a Congress would probably have more reality to it than the legislature. In this organization the operation of the United States Congress could be taught with a realistic touch. Legislation that would familiarize them with the constitution of the United States would be introduced. A constitutional amendment could be proposed; war declared on Mexico; peace terms drawn up, etc. A program of this nature would serve a two-fold purpose: (1) it would give practice in debating and public speaking, and (2) it would teach history and civics.

CORRELATION WITH OTHER ACTIVITIES

The societies can be made an aid to the English work by teaching the members of use of correct English in their speeches. The English teacher should assign themes and allow the students to select their

own subject. This would encourage them to use the facts they learn in working up their debates, and it would keep them from going to encyclopedias and reference books to copy their themes.

The high school literary society should be made a very practical organization. It should not be conducted in a manner that will leave the impression that its work is isolated and can be used but once a week. The subject matter taught in the class-room is necessary for effective debating. Why not make this practical application of it show the students the relation between their class-room work and outside activities?

TEACHER TRAINING AT WAKELON

THE organization of a teacher training department at Wakelon high school is another step the Wake county education department has taken for better trained teachers in the rural schools of the county. The teacher training department was organized by County Superintendent John C. Lockhart and Professor J. Henry Highsmith, of the State Board of Examiners and Institute Conductors.

In establishing this teacher training department at the Wakelon high school the Wake county educational authorities expect the new adventure to be one of the biggest training centers for rural teachers in North Carolina. Situated in close touch with five counties, the school probably will be used by rural teachers from Wake, Johnston, Franklin, Nash and Wilson counties.

Provision for a definite plan of teacher training was made by the 1919 General Assembly through an appropriation from the public school fund of \$50,000, and the State Board of Examiners will undertake the organization of similar departments in every county in the State. The department at Wakelon is probably the first one organized in North Carolina.

The course of training at the Wakelon school extends over a period of two hours daily instruction in addition to observation and practice teaching. Students in the eleventh grade are to be given the course, which is elective.

Miss Annie Holford has charge of the course of instruction in the primary grades; Miss Mamie Edwards will conduct classes in review of grammar grade subjects, and Principal R. E. Sentell will give a course in school law and theory and practice of teaching. Misses Holford and Edwards and Mr. Sentell are members of the Wakelon high school faculty.—*The News and Observer*.